

# Training Directory

ARIZONA SEXUAL VIOLENCE PREVENTION AND  
INTELLECTUAL/DEVELOPMENTAL DISABILITIES COLLABORATIVE

The Arizona Sexual Violence Prevention and I/DD Collaborative is a coalition of stakeholders dedicated to spreading awareness and leading prevention efforts of sexual violence among people with intellectual and developmental disabilities (I/DD) across the state. The Training and Prevention workgroup exists to create, disseminate, and/or administer trainings throughout the state to families, self-advocates, medical professionals, providers, police, state agencies, and the general public, to aid in prevention efforts. The group has compiled a list of trainings and curriculums focused on educating different members of the community on the topic of sexual abuse. Please contact the Arizona Developmental Disabilities Planning Council at 602-542-8977 or email [adpcc@azdes.gov](mailto:adpcc@azdes.gov) with any questions or to add additional trainings.

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## SERVICE PROVIDERS

The workgroup determined that provider trainings with the intention of preventing, reporting and offering support to victims of sexual abuse should include the following desired criteria:

- Prevalence and dynamics of sexual abuse and Adverse Child Experiences (ACEs)
- How to recognize sexual abuse, including among non-verbal individuals
- Consequences for not reporting abuse and freedom from retaliation (mandatory reporting)
- Encouraging wellness exams that include sexual and reproductive health and how to coordinate that care
- How to report abuse
- How to access resources and trauma-informed services, victims services, and/or treatment to help support individuals with I/DD and families
- Where to reach out for support
- Training should be inclusive of common sense and compassion
- How to communicate/interact with members with I/DD in a trauma-informed manner
- Training and interventions from a developmental perspective
- Healthy boundaries, healthy relationships and what unhealthy relationships look like
- Knowing rights for members who are under 18 and over 18 when a guardian is involved (e.g., dignity of risk, co-production, healthy and safe relationships)

After reviewing 17 trainings for providers, the following list includes trainings at no cost and include many of the desired criteria. The list will grow as more trainings are discovered and vetted.

### **Serving Sexual and Domestic Violence Survivors with Disabilities**

**Author:** Collaboration with Ability360 and the Arizona Coalition to End Sexual Domestic Violence ([www.acesdv.org](http://www.acesdv.org))

**Duration:** 1-day workshop

**Targeted Audience:** Those who work with people with disabilities

**Medium:** in person

**Cost:** Free

**Content:** The morning session will provide a discussion on disability history and culture, practical language, and etiquette skills will be reviewed that will help professionals provide better interaction and promote client empowerment and independence. We will provide an overview of the dynamics of sexual and domestic violence, specifically as it relates to survivors with disabilities. Attendees will learn how to better serve survivors in this community in order to increase safety and improve their advocacy experience. Attendees will have the opportunity to network with organizations who directly serve people with disabilities and organizations that serve survivors of sexual and domestic violence.

***Criteria:***

- ✓ Prevalence and dynamics of sexual abuse and ACEs
- ✓ How to recognize sexual abuse, including among non-verbal individuals
- ✓ How to report abuse
- ✓ How to access resources and trauma-informed services, victims services, and/or treatment to help support individuals with I/DD and families
- ✓ Where to reach out for support
- ✓ Training is inclusive of common sense and compassion
- ✓ How to communicate/interact with members with I/DD in a trauma-informed manner
- ✗ Healthy boundaries, healthy relationships and what unhealthy relationships look like
- ✗ Consequences for not reporting abuse and freedom from retaliation (mandatory reporting)
- ✗ Encouraging wellness exams that include sexual and reproductive health and how to coordinate that care
- ✗ Knowing rights for members who are under 18 and over 18 when a guardian is involved (e.g., dignity of risk, co-production, healthy and safe relationships)

**Responding to Sexual Assault Survivors with Disabilities**

**Author:** Arizona Coalition to End Sexual and Domestic Violence

**Duration:** 3 hours (as two 1 ½ hour sessions)

**Target Audience:** Victim service providers, first responders to sexual assault survivors

**Medium:** Webinar Recording

Part 1: <https://www.youtube.com/watch?v=4kJbhpJv9rE>

Part 2: <https://www.youtube.com/watch?v=kK4EmdwVtxA>

*Cost:* Free

**Content:** This 2-part webinar will provide current best practices for serving sexual assault survivors with disabilities. We will examine the dynamics of sexual violence, specifically as it relates to survivors with disabilities and how responders can develop culturally responsive services. Attendees will learn how to better serve survivors in this community in order to increase safety, promote healing, and improve their experience working with sexual violence responders. This training is appropriate for all responders working with sexual assault victims (e.g., victim service providers, criminal justice professionals). Recording includes ASL interpretation.

***Criteria:***

- ✓ Prevalence and dynamics of sexual abuse and ACEs
- ✓ How to recognize sexual abuse, including among non-verbal individuals
- ✓ How to report abuse
- ✓ Training is inclusive of common sense and compassion
- ✓ How to communicate/interact with members with I/DD in a trauma informed manner
- ✓ Consequences for not reporting abuse and freedom from retaliation (mandatory reporting)
- ✗ How to access resources and trauma-informed services, victims services, and/or treatment to help support individuals with I/DD and families
- ✗ Where to reach out for support
- ✗ Healthy boundaries, healthy relationships and what unhealthy relationships look like
- ✗ Encouraging wellness exams that include sexual and reproductive health and how to coordinate that care
- ✗ Knowing rights for members who are under 18 and over 18 when a guardian is involved (e.g., dignity of risk, co-production, healthy and safe relationships)

**Serving Victims with Cognitive and Communication Disabilities**

**Author:** Arizona Developmental Disabilities Planning Council

**Duration:** 1 hour

**Targeted Audience:** Those that work with people with developmental disabilities

**Medium:** Webinar (<https://www.youtube.com/watch?v=VzTONVIANh4>)

**Cost:** Free

**Content:** This webinar produced in 2019 discusses the high risk of abuse against people with disabilities and explores communication tips and what to do when the abuser is the caregiver/guardian. This webinar also presents on how to help those who are non-verbal along with resources to refer to in the community.

***Criteria:***

- ✓ Prevalence and dynamics of sexual abuse and ACEs
- ✓ How to recognize sexual abuse, including among non-verbal individuals
- ✓ How to report abuse
- ✓ How to access resources and trauma-informed services, victims services, and/or treatment to help support individuals with I/DD and families
- ✓ Where to reach out for support
- ✓ Training is inclusive of common sense and compassion
- ✓ How to communicate/interact with members with I/DD in a trauma-informed manner
- ✓ Healthy boundaries, healthy relationships and what unhealthy relationships look like
  - ✗ Consequences for not reporting abuse and freedom from retaliation (mandatory reporting)
  - ✗ Encouraging wellness exams that include sexual and reproductive health and how to coordinate that care
  - ✗ Knowing rights for members who are under 18 and over 18 when a guardian is involved (e.g., dignity of risk, co-production, healthy and safe relationships)

**Awareness and Action (Educating Persons with Disabilities on Recognizing, Reporting and Responding to Abuse)**

**Author:** Commonwealth of Massachusetts

**Duration:** 3 hours

**Targeted Audience:** The training is open to people with disabilities, support staff and families.

**Medium:** Train the trainer curriculum, presentation, and workbook. Should be presented in-person. (Email [emcfadden@azdes.gov](mailto:emcfadden@azdes.gov) for a copy).

**Cost:** Free

**Content:** The purpose of the Trainer Guide is to provide trainers with the necessary skills, attitudes and knowledge to teach people with disabilities, support staff, families, and other interested people in recognizing, reporting and responding to abuse. This challenging topic requires a team of trainers to work together. Every training team includes people with disabilities and others to teach the curriculum content, support participants as needed, and provide community resources.

**Criteria:**

- ✓ Prevalence and dynamics of sexual abuse and ACEs
- ✓ How to recognize sexual abuse, including among non-verbal individuals
- ✓ Consequences for not reporting abuse and freedom from retaliation (mandatory reporting)
- ✓ How to report abuse
- ✓ How to access resources and trauma-informed services, victims services, and/or treatment to help support individuals with I/DD and families
- ✓ Where to reach out for support
- ✓ How to communicate/interact with members with I/DD in a trauma-informed manner
- ✗ Encouraging wellness exams that include sexual and reproductive health and how to coordinate that care
- ✗ Training is inclusive of common sense and compassion
- ✗ Healthy boundaries, healthy relationships and what unhealthy relationships look like
- ✗ Knowing rights for members who are under 18 and over 18 when a guardian is involved (e.g., dignity of risk, co-production, healthy and safe relationships)

**Recognizing and Reporting Abuse, Neglect, and Exploitation  
of Vulnerable Adults**

**Author:** Arizona Department of Economic Security (DES)

**Targeted Audience:** All Arizona Division of Developmental Disabilities (DDD) employees and providers

**Duration:** 7 hours

**Medium:** Online Course (<https://des.az.gov/training-resources-materials-qualified-ddd-vendors>)

**Cost:** free

**Content:** This course is required by all DES employees. Participants will learn how to identify abuse, neglect, and exploitation and expectations for mandatory reporting.

**Criteria:**

- ✓ Prevalence and dynamics of sexual abuse and ACEs
- ✓ How to recognize sexual abuse, including among non-verbal individuals
- ✓ Consequences for not reporting abuse and freedom from retaliation (mandatory reporting)
- ✓ How to report abuse
- ✓ Where to reach out for support
- ✓ How to communicate/interact with members with I/DD
- ✗ Encouraging wellness exams that include sexual and reproductive health and how to coordinate that care
- ✗ How to access resources and trauma-informed services and treatment to help support individuals with I/DD and families
- ✗ Healthy boundaries, healthy relationships and what unhealthy relationships look like
- ✗ Lacks trauma-informed approach
- ✗ Knowing rights for members who are under 18 and over 18 when a guardian is involved (e.g., dignity of risk, co-production, healthy and safe relationships)

## FAMILIES AND INDIVIDUALS WITH I/DD

The group determined that to prevent, report, and better support family members to support their loved ones with I/DD, trainings and resources should include the following criteria:

For families to train self-advocates:

- Understanding healthy boundaries, healthy sexuality, and healthy relationships
- How to recognize sexual abuse
- To whom and where to report abuse, and what to expect when a report is made; their right to be free from retaliation
- How to access trauma-informed counseling and other resources to help
- If training is provided with guardians, the training should be held in separate rooms from guardians so self-advocates aren't afraid to share

For family members:

- Prevalence and dynamics of sexual abuse and ACEs
- Recognizing sexual abuse, including among non-verbal populations
- How and where to report abuse and what to expect when a report is made; their right to be free from retaliation
- How to access trauma-informed counseling and other resources
- Importance of healthy boundary/relationship training for people with I/DD
- How to talk to your family member with I/DD about healthy boundaries, sexuality and relationships

The goal of this list is to prevent sexual violence. To that end, trainings in this list cover strategies to prevent sexual violence and talk about healthy sexuality in ways that are appropriate for and accessible to people with I/DD. They may be difficult or uncomfortable for some, as they deal with sensitive and, at times, explicit content.

The Centers for Disease Control and Prevention (CDC)'s evidenced-based guidance document [STOP SV: A Technical Package to Prevent Sexual Violence](#) lists comprehensive sexuality education as a key sexual violence prevention strategy. However, frequently people with intellectual/developmental disabilities are excluded from sexuality education programs.

[Research](#) demonstrates that when people with I/DD do not receive sexuality education, they can become more vulnerable to sexual violence and abuse.

People with I/DD have the right to learn about their bodies and sexuality and to learn about harmful and abusive behavior. This list of trainings is meant to assist families in discussing sexual violence and healthy sexuality so they can better teach their loved ones and prevent sexual violence.

The trainings/resources are at no or low cost with many of the desired criteria requested from members of the workgroup. The list will grow as more resources are discovered and vetted.

### **Talking to Your Child About Sexuality**

**Author:** Raising Special Kids

**Duration:** Approximately 2 hours

**Targeted Audience:** Parents or family and professional caregivers of individuals with developmental disabilities

**Medium:** Virtual training in English and Spanish

**Cost:** Free

**Training location:** [www.raisingpecialkids.org](http://www.raisingpecialkids.org)

**Content:** Examine barriers to talking about sexuality; gain knowledge about sexuality and developmental disabilities; and acquire and practice skills in communicating about sexuality with young and grown children.

#### **Criteria:**

- ✓ Importance of healthy boundary/relationship training for people with I/DD
- ✓ How to talk to your family member with I/DD about healthy boundaries, sexuality and relationships
- ✗ Prevalence and dynamics of sexual abuse and ACEs
- ✗ Recognizing sexual abuse, including among non-verbal populations
- ✗ How and where to report abuse and what to expect when a report is made; and their right to be free from retaliation
- ✗ How to access trauma-informed counseling and other resources

### **Sexuality and Developmental Disabilities**

**Author:** Seneca Institute

**Duration:** 90 minutes

**Targeted Audience:** Parents/guardians of individuals with I/DD

**Medium:** Webinar

**Cost:** \$19

**Training location:** Webinars available at <https://senecainstitute.com>

**Content:** This course defines sexuality and sexual self-advocacy; sexuality and I/DD – facts vs. fiction; understanding how your own values impact your ability to provide effective support; informed consent Issues; behavioral risk management and sexuality; and recognizing signs of sexual abuse

**Criteria:**

- ✓ Importance of healthy boundary/relationship training for people with I/DD
- ✓ Recognizing sexual abuse, including among non-verbal populations
- ✗ Prevalence and dynamics of sexual abuse and ACEs
- ✗ How and where to report abuse and what to expect when a report is made; and their right to be free from retaliation
- ✗ How to access trauma-informed counseling and other resources
- ✗ How to talk to your family member with I/DD about healthy boundaries, sexuality and relationships

**Sex Talk for Self-Advocates #1-6**

**Author:** Association of University Centers on Disabilities (AUCD)

**Duration:** Varies between 1 hour and an hour and a half.

**Targeted Audience:** This series is a great learning opportunity for self-advocates, and professionals and paraprofessionals working with individuals with I/DD to better understand sexual health needs.

**Medium:** Webinar

**Cost:** Free

**Content:** The content varies between relationships and sexuality to sex practices related to sexually transmitted infections:

#1 Relationships - Basic information

#2 Sex and intimacy - Real talk with Q & A

#3 Safe Sex Practices – STIs - Real information, myth busters and answers to common questions.

#4 Relationship Experiences - Vocabulary introductions; interview with a member

#5 Birth Control – *not available at the time of review*

#6 LGBTQ+ Relationships - Crisis Call center numbers included. Used the Gender Unicorn, member with a disability interview. It has Q & A and resources, not just a PowerPoint.

**Training location:**

[https://www.aucd.org/resources/webinar\\_mgt.cfm?keyword=sex+talk&timespan=&date](https://www.aucd.org/resources/webinar_mgt.cfm?keyword=sex+talk&timespan=&date)

**Criteria:**

- ✓ Understanding healthy boundaries, healthy sexuality, and healthy relationships
- ✓ If training is provided with guardians, the training should be held in separate rooms from guardians so self-advocates aren't afraid to share
- ✗ How to recognize sexual abuse
- ✗ To whom and where to report abuse, and what to expect when a report is made; and their right to be free from retaliation
- ✗ How to access trauma-informed counseling and other resources to help

**Awareness and Action (Educating Persons with Disabilities on Recognizing, Reporting and Responding to Abuse)**

**Author:** Commonwealth of Massachusetts

**Duration:** 3 hours

**Targeted Audience:** The training is open to persons with disabilities, support staff and families. It provides a Train the Trainer.

**Medium:** Curriculum, presentation, cards, and workbook online. Should be presented in- person. Electronic version available for sharing.

**Cost:** Free

**Training Location:** Email [emcfadden@azdes.gov](mailto:emcfadden@azdes.gov) for a copy

**Content:** The Awareness and Action Trainer Guide is an important part of the Awareness and Action Training Curriculum, PowerPoint Presentation, Video and the Awareness and Action Participant Workbook. Together they provide the foundation for educating persons with disabilities and others to recognize, report and respond to abuse. The purpose of the Trainer Guide is to provide trainers with the necessary skills, attitudes and knowledge to teach people with disabilities, support staff, families, and other interested people in recognizing,

reporting and responding to abuse. This challenging topic requires a team of trainers to work together. Every training team includes people with disabilities and others to teach the curriculum content, support participants as needed, and provide community resources. Each Training Team includes a support trainer.

**Criteria:**

- ✓ Prevalence and dynamics of sexual abuse and ACEs
- ✓ Recognizing sexual abuse, including among non-verbal populations
- ✓ How and where to report abuse and what to expect when a report is made; and their right to be free from retaliation
- ✗ How to access trauma-informed counseling and other resources
- ✗ Importance of healthy boundary/relationship training for people with I/DD
- ✗ How to talk to your family member with I/DD about healthy boundaries, sexuality and relationships

### **Sex Ed for Individuals with I/DD**

**Author:** National Council on Independent Living

**Targeted Audience:** Individuals with I/DD

**Duration:** 10 videos – each approximately 2-3 minutes long

**Medium:** Video with closed captioning

**Cost:** Free

**Content:** A series of video that explores sex education with topics such as puberty, masturbation, healthy relationships, and consent

**Training Location:** <https://ncil.org/sex-ed-for-individuals-with-i-dd>

**Criteria:**

- ✓ Understanding healthy boundaries, healthy sexuality, and healthy relationships
- ✓ If training is provided with guardians, the training should be held in separate rooms from guardians so self-advocates aren't afraid to share
- ✓ How to recognize sexual abuse
- ✗ To whom and where to report abuse, and what to expect when a report is made; and their right to be free from retaliation
- ✗ How to access trauma-informed counseling and other resources to help

## Relationships and Sexuality Education

**Author:** Oak Hill

**Targeted Audience:** Primarily for adults with I/DD

**Duration:** Varies

**Medium:** Online workbooks

**Cost:** Free

**Content:** Designed primarily for adults, the workbook series reinforces essential concepts of healthy relationships; respect, trust, consent, commitment, right touch, and responsibility. There are currently 7 different workbooks.

**Training Location:** <http://relationshipandsexuality.oakhillct.org/workbooks/>

### **Criteria:**

- ✓ Understanding healthy boundaries, healthy sexuality, and healthy relationships
- ✓ If training is provided with guardians, the training should be held in separate rooms from guardians so self-advocates aren't afraid to share
- ✓ How to recognize sexual abuse
- ✗ To whom and where to report abuse, and what to expect when a report is made; and their right to be free from retaliation
- ✗ How to access trauma-informed counseling and other resources to help

## Amaze and Amaze Jr.

**Author:** Amaze

**Targeted Audience:** Parents, adolescents and children

**Duration:** Varies. Videos are typically 3 minutes or less.

**Medium:** Short animated videos using plain language

**Cost:** Free

**Content:** AMAZE envisions a world that recognizes child and adolescent sexual development as natural and healthy, a world in which young people everywhere are supported and affirmed and the adults in their lives communicate openly and honestly with them about puberty, reproduction, relationships, sex, sexuality, and sexual abuse. In such a world, young people across the globe would have access to the information and support they need to develop into sexually healthy adults. While this is not developed for students with I/DD, the videos are easy to understand.

**Training Location:** <https://amaze.org/>

**Criteria:**

- ✓ Understanding healthy boundaries, healthy sexuality, and healthy relationships
- ✓ If training is provided with guardians, the training should be held in separate rooms from guardians so self-advocates aren't afraid to share
- ✓ How to recognize sexual abuse
- ✓ To whom and where to report abuse
- ✗ What to expect when a report is made; right to be free from retaliation
- ✗ How to access trauma-informed counseling and other resources to help

### Teaching Sexual Health

**Author:** Alberta Health Services

**Duration:** not applicable

**Targeted Audience:** Parents and Guardians

**Medium:** Videos

**Cost:** Free

**Training Location:** <https://teachingsexualhealth.ca/parents/information-by-age/differing-abilities/>

**Content:** As a parent, you know that understanding your child and their development is one of the most important things you can learn. This website provides information about all the developmental milestones-physical, sexual, emotional, cognitive and social-from birth up to 18 years of age. This includes the key topics or ideas your child should know at different ages, and how you can help them with that learning, at every age. Children with differing abilities may develop earlier or later. Learning about the development that happens at different ages will help you to understand where your child is in their development.

**Criteria:**

- ✓ Importance of healthy boundary/relationship training for people with I/DD
- ✓ How to talk to your family member with I/DD about healthy boundaries, sexuality and relationships
- ✗ Prevalence and dynamics of sexual abuse and ACEs
- ✗ Recognizing sexual abuse, including among non-verbal populations

- ✘ How and where to report abuse and what to expect when a report is made; and their right to be free from retaliation
- ✘ How to access trauma-informed counseling and other resources

## SCHOOLS

The group determined that to prevent, report, and better support school personnel and students with I/DD, resources should include the following criteria:

For teachers and support staff:

- Prevalence and dynamics of sexual abuse and ACEs
- Recognizing sexual abuse, including among non-verbal populations
- How and where to report abuse and what to expect when a report is made
- Rights to be free from retaliation
- Access to trauma-informed counseling and other resources for students to help
- Understand rights of survivors under Title IX
- How to prevent abuse
- How to collaborate and partner with organizations serving individuals with I/DD and victim service providers

For students with I/DD:

- Understanding healthy boundaries, healthy sexuality, and healthy relationships
- How to recognize sexual abuse and who and where to report abuse to and what to expect when a report is made
- Freedom from retaliation
- How to access trauma-informed counseling and other resources to help

Comprehensive Sexuality Education guided by the National Sexuality Education Standards supports the prevention of child sexual abuse. It teaches young people core concepts such as anatomically correct names of body parts, bodily autonomy, and communication skills. All of these [concepts](#) help young people protect themselves and cultivate healthy relationships with their surrounding peers and adults. Without this foundational knowledge, young people are especially vulnerable to sexually abusive or exploitative behavior. This is particularly the case for students with I/DD. They are often excluded from sex education instruction and content. [Research](#) shows that this exclusion is correlated with disproportionate rates of sexual abuse experienced by many in this population. Students with I/DD not only have the right to learn about the natural functions of their bodies, but they require this information to be better equipped to identify and report problematic and/or abusive behavior.

The Centers for Disease Control and Prevention (CDC) released its evidence-based guidance document [STOP SV: A Technical Package to Prevent Sexual Violence](#). Comprehensive sexuality education is listed as a key prevention strategy. It also mentions several other strategies to prevent sexual violence, such as social-emotional learning, teaching healthy and safe dating and bystander intervention, and addressing gender dynamics. All of these strategies should be encapsulated in any district-wide implementation of comprehensive sexuality education that aligns with National Sexuality Education Standards.

With this in mind, the following list includes trainings/resources at no or low cost with many of the desired criteria. The list will grow as more resources are discovered and vetted.

### **FLASH Lesson Plans for Special Education**

**Author:** Public Health - Seattle and King County, Family Planning Program

**Duration:** Varies

**Targeted Audience:** For middle and high school students with disabilities

**Medium:** Modules are online, but should be presented in person

**Location:** <https://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/special-education.aspx>

**Cost:** Free

**Content:** This is a curriculum designed by the Public Health – Seattle and King County, Family Planning Program. It consists of 28 lesson plans for the self-contained classroom in a middle or high school. There are also FLASH curricula for use in mainstream classes in grades 4-12. The goals of FLASH are to assist in the development of persons:

- who are knowledgeable about human development and reproduction,
- who respect and appreciate themselves, their families and all persons,
- who will neither exploit others and recognize when others are exploiting them.

**Criteria:**

- ✓ Understanding healthy boundaries, healthy sexuality, and healthy relationships

- ✓ Recognizing sexual abuse, including among non-verbal populations
- ✓ How to prevent abuse
- ✗ How to collaborate and partner with organizations serving individuals with I/DD and victim service providers
- ✗ Prevalence and dynamics of sexual abuse and ACEs
- ✗ How and where to report abuse and what to expect when a report is made
- ✗ Rights to be free from retaliation
- ✗ Access to trauma-informed counseling and other resources for students to help
- ✗ Understand right of survivors under Title IX

### **Sex and Relationship Conversation Cards**

**Author:** The Council on Quality and Leadership (CQL)

**Targeted Audience:** Support staff and people receiving services to initiate conversations about sex and relationships.

**Duration:** Varies

**Medium:** Conversation Cards

**Location:** <https://c-q-l.org/resource-library/sex--relationships-conversation-cards>

**Content:** The Sex and Relationships Cards are broken down into three categories including Topics, Rights and Responsibilities, and Supports, with 18 topic areas covered in each category.

**Criteria:**

- ✓ Understanding healthy boundaries, healthy sexuality, and healthy relationships
- ✓ Recognizing sexual abuse, including among non-verbal populations
- ✓ How to prevent abuse
- ✓ Access to trauma-informed counseling and other resources for students to help
- ✗ How to collaborate and partner with organizations serving individuals with I/DD and victim service providers
- ✗ Prevalence and dynamics of sexual abuse and ACEs
- ✗ How and where to report abuse and what to expect when a report is made
- ✗ Rights to be free from retaliation
- ✗ Understand right of survivors under Title IX

### **S.T.A.R.S**

**Author:** Susan Heighway, Susan Webster

**Targeted Audience:** Provider and educator training on how to talk to adolescents and young adults with I/DD

**Duration:** Varies

**Medium:** Instructional guide with activities (175 pages)

**Location:** Any bookstore

**Cost:** \$19.95 (Sold used for \$5)

**Content:** For those with developmental disabilities like autism and Asperger's Syndrome, relationship boundaries may be blurry—or even invisible. This book is an invaluable tool for helping students understand their relationship to others, and for teaching students how to interact with others appropriately. The “STARS” program helps caregivers and professionals provide students with this knowledge, plus the self-esteem to put it into practice. Educate young adults and build their self-esteem so they can make informed choices! Specially designed for teaching adolescents and adults with developmental disabilities, the STARS model focuses on four areas (Understanding Relationships, Social Skills Training, Sexual Awareness, and Assertiveness) with the goals of promoting positive sexuality and preventing sexual abuse. Assessment tools help identify the strengths and needs of everyone, and then the activities can be catered to address specific needs. Goals and activities cover a variety of important skills:

- Building a Positive Self-Image
- Making Choices
- Learning Relationship-Appropriate Behaviors
- Engaging in Mature Relationships
- Identifying Body Parts and Understanding Their Functions
- Understanding Public and Private Behavior
- Understanding Sexual Feelings and Behaviors
- Understanding Reproduction Health Issues Related to Sexual Awareness
- Recognizing a Situation as Potentially Unsafe
- Learning to Say No
- Using Basic Self-Protection

**Criteria:**

- ✓ Understanding healthy boundaries, healthy sexuality, and healthy relationships

- ✓ Recognizing sexual abuse, including among non-verbal populations
- ✓ How to prevent abuse
- ✗ Access to trauma-informed counseling and other resources for students to help
- ✗ How to collaborate and partner with organizations serving individuals with I/DD and victim service providers
- ✗ Prevalence and dynamics of sexual abuse and ACEs
- ✗ How and where to report abuse and what to expect when a report is made
- ✗ Rights to be free from retaliation
- ✗ Understand right of survivors under Title IX

### **The Facts of Life...and More**

#### **Sexuality and Intimacy for People with Intellectual Disabilities**

**Author:** Leslie Walker

**Targeted Audience:** Social workers, teachers, direct support professionals

**Medium:** Workbook

**Cost:** \$29.95 + shipping and handling (sold for less used)

**Location:** Available at bookstores

**Content:** Making good decisions about sexuality is a critical part of adulthood, but sometimes people with intellectual disabilities don't get the support or education they need to navigate this complex aspect of life. Professionals will change that with this urgently needed book, which gives social workers, teachers, and direct support professionals the comprehensive information they need to educate people with disabilities about sexuality and help them make the best possible choices across the lifespan. Blending in-depth examination of legal and clinical issues with sensitive discussion of the emotional side of sexuality, expert contributors from diverse fields help readers

- deliver meaningful, individualized, and culturally sensitive sexuality education
- understand parents' perspectives—and help them provide appropriate information and support to their child throughout life
- assist people with disabilities in managing risks associated with sexual activity
- use behavior interventions to encourage appropriate sexual expression
- help people who are gay, lesbian, bisexual or transgender validate their feelings and counter negative messages
- address issues related to medical care and intervention for people with

disabilities

**Criteria:**

- ✓ Understanding healthy boundaries, healthy sexuality, and healthy relationships
- ✓ Recognizing sexual abuse, including among non-verbal populations
- ✓ How to prevent abuse
- ✓ Access to trauma-informed counseling and other resources for students to help
- ✗ How to collaborate and partner with organizations serving individuals with I/DD and victim service providers
- ✗ Prevalence and dynamics of sexual abuse and ACEs
- ✗ How and where to report abuse and what to expect when a report is made
- ✗ Rights to be free from retaliation
- ✗ Understand right of survivors under Title IX

**Sexuality for All Abilities: Supporting Sexual Health for People with Disabilities**

**Author:** Mad Hatter/Katie Thune

**Duration:** Varies

**Targeted Audience:** Schools or programs that could use support teaching about healthy relationships, boundaries, consent, and sexual health and well-being

**Medium:** In-person or modified online training program

**Location:** <https://madhatterwellness.com/sexuality-all-abilities/>

**Cost:** Curriculum Training Program: \$3,000, Modified Online Training Program: \$1,800

**Content:**

- Healthy Relationships
- Safe and Appropriate Boundaries
- Personal Safety
- Private and Public (Spaces and Behaviors)
- Dating (Lessons can be about crushes for younger students)
- Puberty
- Human Reproduction
- Pregnancy Prevention
- Risks Associated with Sexual Activity
- Gender and Sexual Orientation

**Criteria:**

- ✓ Understanding healthy boundaries, healthy sexuality, and healthy relationships
- ✓ Recognizing sexual abuse, including among non-verbal populations
- ✓ How to prevent abuse
- ✓ Access to trauma-informed counseling and other resources for students to help
- ✗ How to collaborate and partner with organizations serving individuals with I/DD and victim service providers
- ✗ Prevalence and dynamics of sexual abuse and ACEs
- ✗ How and where to report abuse and what to expect when a report is made
- ✗ Rights to be free from retaliation
- ✗ Understand right of survivors under Title IX

### **ACEs (Adverse Childhood Experiences) Training**

**Author:** Arizona ACEs Consortium

**Duration:** Varies from 30 minutes to one day

**Targeted Audience:** Anyone statewide who works with vulnerable children or adults

**Medium:** Online and in-person training

**Location:** [azaces.org](http://azaces.org)

**Cost:** Varies by trainer. It's also available for free.

**Content:** The full training is delivered across three different modules, but can be modified based on audience and request

- Module I: Overview of ACEs: Covers the ACEs study; categories of ACEs; the short and long term impacts; and local/national data
- Module II: Trauma and Toxic Stress: Covers the type of toxic stress and their impact on development/behavior; trauma and its connection to behaviors; coping mechanisms and unresolved trauma; the trauma-informed approach; vicarious trauma; and practical strategies for support.
- Module III: Resilience: Covers the strengths-based perspective; resilience; Strengthening Families Protective FACTOR Framework; principles of trauma-informed care; and supporting post-traumatic growth

**Criteria:**

- ✓ Access to trauma-informed counseling and other resources for students to help
- ✓ Prevalence and dynamics of sexual abuse and ACEs
- ✗ Understanding healthy boundaries, healthy sexuality, and healthy relationships
- ✗ Recognizing sexual abuse, including among non-verbal populations
- ✗ How to prevent abuse
- ✗ How to collaborate and partner with organizations serving individuals with I/DD and victim service providers
- ✗ How and where to report abuse and what to expect when a report is made
- ✗ Rights to be free from retaliation
- ✗ Understand right of survivors under Title IX